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Arolygiaeth Gofal Cymru
Care Inspectorate Wales

A report on

Building Blocks Too

Fairwater Way
Cwmbran
Torfaen
NP44 4PS

Date of inspection: September 2026

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Building Blocks Too

Name of setting	Building Blocks Too
Category of care provided	Sessional day care
Registered person(s) / Responsible individual(s)	Joanne Boycott and Lesley Price
Number of places	50
Age range of children	Birth to 5 years
Number of children who receive funding for early education	11
Opening days / times	Monday to Friday7.30am to 6pm
Flying start service	Yes
Language of the setting	English
Welsh Language Active Offer	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.
Date of previous joint inspection by CIW and Estyn	July 2024
Date of previous CIW only inspection (if applicable) Estyn inspection	N/a
Inspection start date	22/09/2026
Additional information	This report includes an evaluation of children's learning for three- or four-year-old children that do not receive funded education elsewhere.

Summary

Theme	Rating
Wellbeing and Care	**Good**
Teaching, Learning, Play and Development	**Good**
Leadership and Management	**Good**

Areas Identified for Improvement

We did not identify any areas requiring priority action at this inspection.

We did not highlight any areas for improvement at this inspection.

Recommendations

We have made one recommendations to help the setting continue to improve:

R1 Further develop the outdoor learning environment to develop children's skills and support progression across areas of learning

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing and Care: Good

Practitioners create a warm and welcoming environment where they treat children with care, dignity and respect. They respond sensitively to children's individual needs and provide reassurance and consistent support, that helps them settle quickly and develop secure relationships. Children move confidently around the setting and engage purposefully in their play. They readily seek support from familiar adults when needed. For example, practitioners comfort children when they become upset and support them to return to their play confidently. As a result, nearly all children feel emotionally secure and develop a strong sense of belonging.

Nearly all children develop positive relationships with practitioners and their peers. They play happily alongside their friends, communicate confidently and form secure attachments with familiar adults. Practitioners consistently model kindness, patience and respect, and support children sensitively to recognise and understand their own feelings and those of others. For example, when children find sharing resources or taking turns difficult, practitioners help them resolve disagreements positively. This helps children feel safe, valued and supported within the setting.

Practitioners place a strong emphasis on ensuring all children feel valued and included. They display family photographs and children's artwork and provide personalised spaces throughout the setting, helping children recognise that they are an important part of the nursery and their community. Resources and displays reflect different cultures, languages and family backgrounds, which help children recognise and respect differences between people and families. This promotes an inclusive environment where children feel respected and confident to participate in daily experiences.

Most children choose where and how they play confidently, access resources independently and make decisions during daily routines. Practitioners listen carefully to children's verbal and non-verbal communication and respond positively to their preferences and interests. This helps children develop confidence, independence and a positive sense of self. Practitioners use information gathered through observations and discussions with families to organise experiences that build on children's interests successfully. Many children express their ideas confidently and practitioners adapt opportunities in response to what children enjoy and want to explore. Consequently, children understand that their views are important and show high levels of engagement in their play and learning.

Practitioners know children well and use this knowledge effectively to meet their individual care and well-being needs. They establish trusting relationships with families

and gather detailed information about children's routines, health needs and preferences before children start attending. Flexible settling-in arrangements and ongoing communication with parents helps to ensure children receive consistent support. They work closely with parents and carers, to identify and support children with emerging and additional learning needs (ALN). This helps them to settle well into the setting and make good progress from their individual starting points.

Teaching, Learning, Play and Development: Good

Practitioners have a thorough understanding of child development and use this knowledge effectively to plan engaging experiences to meet children's individual needs across the setting. They encourage younger children to crawl, climb low steps, use ramps and slides and explore different levels of the environment to develop their physical skills. Practitioners work collaboratively to plan experiences that reflect children's interests, alongside relevant seasonal events and celebrations. Practitioners use questions effectively to encourage conversation, develop language and extend children's thinking. Consequently, most children confidently engage in conversation, explain what they are doing and why. Practitioners successfully use observations of children's play to effectively identify and plan for the next steps in children's learning and development. As a result, nearly, all children make valuable progress from their individual starting points.

Most children engage purposefully in their play, follow their interests, take managed risks and persevere when faced with challenges. Younger children develop their hand-eye coordination well through scooping, pouring, balancing, filling containers and manipulating a variety of tools and materials. Older children sustain concentration exceptionally well and persevere with tasks for extended periods. For example, they experiment with moving apples though water chutes to test how far they travel, ride bikes and tricycles confidently on slopes, and create their own playdough to represent caterpillars discovered in the garden. These rich experiences enable most children to develop their imagination and creative skills well.

Practitioners provide a welcoming and engaging environment that encourages children to take part in different learning opportunities and have access to a wide range of accessible resources and experiences. In the outdoor environment practitioners provide beneficial opportunities for children to develop their physical skills and confidence. They provide worthwhile experiences for children to use their imagination and develop a sense of awe and wonder of the natural world. However, practitioners do not always use the outdoor environment well enough to provide effective learning opportunities to build on and develop children's skills and support progression across all areas of learning.

Practitioners develop children's communication and early literacy skills effectively. They engage children in meaningful conversations, model unfamiliar vocabulary well and use

clear language to extend their communication skills. As a result, nearly all children communicate confidently to express their enjoyment, needs and interests. Practitioners foster children's interest in books, songs and rhymes and provide regular opportunities for them to share favourite stories. Nearly all older children handle books confidently, interpret familiar signs and symbols successfully and show a genuine enjoyment of stories. Practitioners provide a worthwhile range of mark-making opportunities and value children's early attempts at writing, encouraging them to experiment confidently with making marks for different purposes. In addition, they encourage children to use signing purposefully to support their communication and provide appropriate opportunities for older children to develop their Welsh language and digital skills. As a result, most children count objects in Welsh and take part in action songs and rhymes enthusiastically.

Nearly all children develop their numeracy skills effectively. They join-in happily with counting activities and begin to use mathematical language to describe different resources during their play. For example, they use mathematical vocabulary confidently to describe the size of the ingredients in their mud pies, count the number of apples in the bowl and the number of spoons in their dough recipe.

Practitioners develop children's social, moral, cultural and spiritual development effectively. They encourage children to show respect and care for people and the environment around them. Practitioners help children to gain an understanding of different faiths and cultures through the sharing of the important celebrations of their families and friends. They help children to develop a strong sense of belonging within the setting, local community and Wales. For example, children cook biscuits to share with members of the local community and enjoy visiting the 'Community Hub' to enjoy a meal and sing songs together.

Leadership and Management: Good

Leaders create a supportive ethos and communicate high expectations clearly. Practitioners feel valued, confident and motivated, and able to contribute ideas and take ownership of their practice. This supports practitioners to sustain improvements and focus on the best outcomes for children.

Leaders review and update policies and procedures regularly and ensure that practitioners understand and implement them well. They manage staff effectively and place a high emphasis on their well-being. Leaders provide robust arrangements for supervision, appraisal and regular staff meetings, which support professional learning and clear goal setting. Practitioners demonstrate a long-term commitment to the setting and understand their roles and responsibilities well.

Leaders work well with parents, staff and external agencies to reflect the settings strengths and identify areas for improvement. They implement well-considered improvement plans that focus closely on identified priorities. As a result, the development of the indoor learning environment has provided engaging learning opportunities for children. This is having a positive impact on developing children's social and communication skills

Leaders promote a good culture of safeguarding. They implement appropriate policies, safer recruitment procedures and ensure that practitioners receive relevant safeguarding training. This ensures that practitioners understand their roles and responsibilities and how to respond appropriately to concerns. Practitioners supervise children attentively. They effectively follow clear procedures to help maintain a safe and secure environment. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Leaders provide a well-organised environment that supports children's well-being, learning and independence. Children access a good range of well-maintained resources that promote choice, independence and inclusive play. Resources and displays reflect Welsh culture, diversity and the wider community. Leaders implement effective systems for monitoring health and safety including regular safety checks, risk assessments and fire safety arrangements. Leaders ensure risks are identified and managed appropriately.

Leaders establish positive partnerships that support children's learning and development. They work closely with families to understand children's individual needs and maintain regular communication about their progress, through informal chats as well as the use of an online platform. Leaders work effectively with local schools, services and community organisations to support children's development to aid successful transitions.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point scale:

Excellent	Significant strengths, including many examples of highly effective practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses however improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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